

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Pam McCollum

Official School Name: Annie Sims Elementary School

School Mailing Address: P.O. Box 1117
Mount Pleasant, TX 75456-1117

County: Titus State School Code Number: 225902102

Telephone: (903) 575-2062 E-mail: pmccollum@mpisd.net

Fax: (903) 575-2064 Web URL: http://www.mpisd

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Lynn Dehart PhD Superintendent e-mail: ldehart@mpisd.net

District Name: Mount Pleasant Independent School District District Phone: (903) 575-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Joey Mayfield

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
(per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 9197

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	56	56	112		7	0	0	0
1	42	44	86		8	0	0	0
2	49	36	85		9	0	0	0
3	42	32	74		10	0	0	0
4	53	41	94		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								451

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
10 % Black or African American
67 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
22 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 14%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	33
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	36
(3)	Total of all transferred students [sum of rows (1) and (2)].	69
(4)	Total number of students in the school as of October 1, 2009	476
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 54%

Total number of limited English proficient students in the school: 236

Number of languages represented, not including English: 2

Specify languages:

Spanish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 85%

Total number of students who qualify: 385

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>13</u>	<u>0</u>
Total number	<u>66</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 14:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	98%	97%	98%	98%
Teacher turnover rate	8%	1%	1%	0%	1%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

High school graduation does not apply to our K-4 campus.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Mount Pleasant, Texas, the home of Mount Pleasant Independent School District (MPISD) and Annie Sims Elementary, is a small rural town centrally located in Northeast Texas. Mount Pleasant is a Nationally Recognized Texas Main Street City, has been named one of the “100 Best Small Towns in America”, and is the site of several home grown businesses that employ a large base of manual laborers. These companies have attracted a large number of Hispanic workers. Due to the influx of immigrants into this small town, the Hispanic population has grown dramatically over the last thirty years. From 2002-2009 the increase of Hispanic students in the state of Texas dropped by 5.6%, while the number of Hispanic students in MPISD increased by 33.2%.

Mount Pleasant is made up of approximately 15,200 people, predominantly manual laborers with a high school education or less. The median family income is \$32, 331. Approximately 15% of the families in our community are living below poverty level. The community is approximately 42% White, Hispanic 41%, and 16% Black.

Annie Sims was founded and completed during the 1911-1912 school year. Originally named East Ward, the school was renamed in 1958 in honor of Miss Annie Sims, a teacher at the school from 1921 until her retirement in 1957. Annie Sims is one of four elementary campuses in the MPISD. Annie Sims serves 451 students, with 67% Hispanic, 22% students White, 10% students Black, and 1% other. Among our students 85% are economically disadvantaged, 51% are LEP, and 74% are at-risk. These diverse statistics led MPISD to determine that our non-negotiable expectation must be to “Build Exceptional Students Together” (BEST). Our district mission is to provide an education that allows students to make college and/or career choices with confidence. This mission is further reflected in our motto which states “Every Child, Every Time.” At Annie Sims every individual is a stakeholder in the education of each of our students, and each person works diligently to internalize and model our shared vision that we will “Build relationships with all students and enable each to develop individual potential through engaging and varied learning experiences in our schools. Each student will leave MPISD with the skills necessary to assume a place as a productive citizen.” This belief is carried out in a wide variety of ways. Any given day you will find Annie Sims staff utilizing different avenues to further enhance each individual student’s learning. At times, this may mean one child needs a little extra TLC, another child needs to eat breakfast before he can focus on the task at hand, another student needs individualized instruction on a topic he or she finds challenging, and yet another small group of children needs a skill they have been working on for several days taught in a different way.

Annie Sims also employs many annual community building activities such as Meet the Teacher Night, Christmas, Thanksgiving and Grandparent’s Day lunches, the Parent/Student/Teacher Turkey Trot, Harvest Festival, Wax Museum, and student turtle races, just to name a few. Every person at Annie Sims works tirelessly to effectively meet any need, while being ever mindful of the shared belief in our hearts that “Every Child, Every Time” will be valued and successful at Annie Sims Elementary. It is the continued dedication by the entire learning community at Annie Sims that is the driving force behind our success.

In 2008 countless hours of hard work culminated in Annie Sims being named the first --- and only --- Exemplary campus in MPISD. This honor validated what we already knew: that Annie Sims is firmly committed to the success of every child and will work diligently to achieve that goal. From that point forward, the question became: “Can we do it again?” The resounding answer was “Yes, we can!” with Annie Sims receiving Exemplary status in 2009 and again in 2010.

At Annie Sims, we work hard to enable our students to overcome the adversities with which they are faced. Annie Sims Elementary is a very special and unique campus that is worthy of a Blue Ribbon School designation. We successfully overcome many obstacles and challenges on a daily basis. Our diverse population would lead many to conclude that only a certain level of success would be possible,

but at Annie Sims we have proven that conclusion wrong time and time again. Our students, administrators, faculty and staff are extremely deserving of this honor. A Blue Ribbon School status would provide our school the opportunity to be a model and share our success with other schools that face the same adversities that we struggle to compensate for and overcome daily. Being named a Blue Ribbon School would give us the humbling opportunity to not only share our success, but to pay it forward.

1. Assessment Results:

Annie Sims faculty and staff work diligently every day to ensure student success. Our commitment to the District motto, 'Every Child, Every Time' is reflected in our advancement from a Recognized campus (2006, 2007) to an Exemplary campus (2008, 2009, and 2010).

Annie Sims students participate in the state-mandated Texas Assessment of Knowledge and Skills (TAKS). The assessment is designed to measure mastery of the state curriculum known as the Texas Essential Knowledge and Skills (TEKS). Third grade students test in reading and math. Fourth grade students test in reading, math and writing. The TAKS test is available in both English and Spanish. Options for special education students include regular TAKS (English or Spanish), TAKS-Accommodated (English or Spanish), TAKS-M (English), and TAKS-Alternative. Performance ratings for a campus are Academically Unacceptable, Academically Acceptable, Recognized or Exemplary.

Annie Sims TAKS Met Standard passing rates in reading and math for all students have shown significant improvement over the past five years. The following describes the increase in percentage of students meeting the TAKS standard:

TAKS Reading: Third grade English reading went from 87% (2006) to 100% (2010). Third grade Spanish reading improved from 83% (2006) to 93% (2010). Fourth grade English reading climbed from 69% (2006) to 96% (2010). Spanish reading in fourth grade showed gains from 64% (2006) to 84% (2010). Reading First has played a significant role in guiding reading instruction. This approach has provided an instructional framework for addressing reading difficulties.

TAKS Math: Third grade English math grew from 75% (2006) to 96% (2010). Third grade Spanish math went from 73% (2006) to *96% (2010).

Fourth grade English math progressed from 82% (2006) to 93% (2010).

Fourth grade Spanish math grew from 87% (2006) to *93% (2010). *All math TAKS in 2010 was given in English. Beginning in kindergarten, Annie Sims concentrates on building a solid foundation that is critical to math achievement. Sharon Wells Math and an emphasis on higher level problem solving have contributed to increased scores.

The state accountability system also looks at TAKS performance in four subgroups of the population. Those subgroups are Economically Disadvantaged, Hispanic, African American, and White. We are proud of the significant gains in reading our Hispanic and White subgroups have made over the past five years. The Hispanic subgroup grew consistently in math as well; however math performance for the White subgroups remained fairly constant. We are exceptionally pleased with the academic improvement of our Economically Disadvantaged students. This is the largest and often most challenging of our subgroups. In spite of the increase in the number of students identified for this category, we have experienced considerable gains in the Met Standard and Commended areas. From 2006-2010, Met Standard growth in third grade reading increased 12%, in fourth grade reading increased 26%, in third grade math increased 23%, and in fourth grade math increased 10%. Students with commended performance in third grade reading went from 39% (2006) to 46% (2010). Fourth grade reading commended reading performance increased 19% (2006) to 21% (2010). Third grade math commended performance went from 25% (2006) to 36% (2010). Fourth grade math commended performance grew from 19% (2006) to 35% (2010). The performance of this subgroup is a clear indicator that quality instruction, regardless of socio-economic factors, is crucial to academic success.

Annie Sims has received nine Gold Performance Acknowledgment (GPA) awards over the past five years. These awards are given for performance on indicators other than those used for accountability ratings. Two of our awards were for Comparable Improvement in mathematics, two were for Comparable

Improvement in reading, three were for Commended Performance in mathematics and two were for Commended Performance in reading. Receipt of these awards confirms Annie Sims has continued to follow a trend toward positive growth.

Gains in academic achievement are characteristic of a whole school resolve at Annie Sims. A positive climate, collaborative teaching, interventions aligned with individual student needs and building on the strengths of all stakeholders are factors to ensure we address the needs of Every Child, Every Time.

2. Using Assessment Results:

The belief of Mount Pleasant ISD is that “Every student can learn and show improvement each year.” Working as a professional learning community, Annie Sims realizes the importance of using student data to drive instruction. However, instructional planning goes well beyond meeting a standard. It is designed to add value to each student’s academic success every year. In Kindergarten – 3rd grade, we work collaboratively desegregating individual student data gathered from TPRI (Texas Primary Reading Inventory), Tejas Lee (Spanish version of TPRI), daily reading inventories, and district benchmark tests. In addition, 3rd grade also administers weekly core subject tests and TAKS release benchmarks. Fourth grade utilizes 3rd grade TAKS data to form instructional groups and monitors progress through the use of weekly core subject tests. Further data is gathered for the purpose of tracking growth through the use of TAKS release benchmarks.

Stakeholders convene to desegregate and analyze student data to determine student needs. Using the Reading First 3-Tier model, teachers meet the needs of all students in whole group instruction through planning, sharing best practices, curriculum focus, and results of assessments. In Tier II instruction, students are provided with 30 minutes of intensive daily intervention paired with the most appropriate research based instruction. To ensure student growth, we monitor students every two weeks in order to assess how the student responds to the intervention and to determine the effectiveness of the intervention. If student progress indicates no need for a change in instruction, the assigned intervention continues with progress monitoring in place. When students do not respond to intervention, the RTI (Response to Intervention) committee meets and discusses appropriate changes in group size, time, materials or strategies. If a deficit continues to exist, the RTI committee will meet and discuss further assessments to identify a more specific learning disability resulting in placement in Tier 3. Tier 3 consists of Dyslexia, speech and special education services.

Throughout the years, we have become more proficient in differentiating instruction based on student data. This has enabled our school to meet the needs of each individual’s potential through engaging and varied learning experiences.

3. Communicating Assessment Results:

Annie Sims believes in the partnership of parents, community, and schools to ensure the success of every child. We begin each school year with an orientation to inform each parent of the activities that will take place during their child’s daily school experience. Teachers continue this communication with a weekly explanation of student progress and student expectations through a weekly take home folder. This folder includes grades for the week, homework assignments, newsletters that explain classroom activities and assignments. Parent communication is also encouraged through the school and district websites. Parents

can email teachers or check on current happenings from these sites.

Each six weeks, a Star of Texas Awards Assembly is held to recognize students who have shown academic achievement, social gains, and perfect attendance awards. Parents are invited and encouraged to attend in the celebration of student successes.

In addition to parent conferences which are held twice a year, the Campus Intervention Team (CIT) also meets with parents of struggling students. The CIT meetings are called by teachers based on student data and the team is comprised of the counselor, teacher, curriculum specialist, and parent. The purpose of the CIT is to gather information from the parent and encourage parent participation in a plan to provide the most appropriate intervention strategies for struggling learners. This allows parents to stay informed of student progress and to be a part of their child's education plan.

State Assessment results are reported to parents and the community through multiple procedures. Confidential student reports are mailed to each parent with an explanation sheet. The community is informed of state assessment results through the school report card that is released to the local media. These results are also posted on our district websites. Since communication is an integral part of our success, we strive to increase awareness of assessment goals to all stakeholders which in turn will ensure academic excellence.

4. Sharing Lessons Learned:

Annie Sims believes that sharing best practices encompasses both the giving and receiving of vital information pertaining to academic success. Due to student performance gains, unique to our campus, our opportunity for collaboration and the sharing of ideas has greatly increased. Teaming with the four elementary campuses in our district has allowed administrators to share ideas and plan for academic improvement.

Further collaboration allowed teachers to observe best practices of other teachers in the district. The success of these strategies was then expanded to the junior high and high school level by allowing reading specialists the opportunity to share strategies with the teachers on the secondary level. As the district began a central focus of differentiation of instruction, professional development in this area was shared and further developed throughout the district.

Our school became a model for the 3 Tier Reading frameworks and a resource on how to conduct Response to Intervention (RTI). Our special education department has referred many school specialists to visit our campus for training on intervention strategies, progress monitoring tools, and implementation. As our success began to be shared throughout the state, many other districts have visited our campus to gain more knowledge on the implementation of both the 3 Tier and the Response to Intervention Models.

Through Reading First, a cohort of Reading Coaches was formed in our region. This gave us the opportunity to view other schools and share and collaborate on best practices throughout the region. Finally, a meeting at the state level allowed round table discussions and presentations by our district to share student successes.

Due to the influx of Hispanic students, our district has been on the cutting edge of current trends in Bilingual education. Successful strategies and student achievement have given us the recognition of excellence at the state level. Many area schools are experiencing a growing Hispanic population and have visited our school in order further expand their knowledge on the best way to serve these students. Our Bilingual teachers are eager to become a resource for districts that are beginning to create a transitional language program.

1. Curriculum:

Annie Sims Elementary provides a core curriculum that accelerates student learning. The chosen curriculum appeals to their interest while challenging them to their full potential. Using the Texas Essential Knowledge and Skills (TEKS) as the foundation for instruction, a standard's based curriculum was chosen for reading, math, science and social studies. Guidelines for choosing the best curriculum required careful consideration into the scope and sequence and vertical alignment of objectives and grade levels. Each teacher is required to meet weekly with thier team and evaluate student progress and needs by using a vertical alignment document. Teachers collaboratively discuss the standards and how the curriculum covers the standards in regards to the rigor and relevance of curriculum. Therefore, our curriculum is:

- Based on the standards (TEKS)
- Scientifically Research Based
- Following a scope and sequence
- Learner Centered
- Utilizing various types of assessment instruments
- Rigorous and relevant
- Providing a 3 Tier level of Instruction
- Aligned with the TAKS
- Vertically aligned

On the Sims' campus, we understand the value of learning to read based on its importance to the other core curriculum areas. Our involvement in Reading First requires the commitment of a 90 minute block of uninterrupted reading using Scientifically Based Reading curriculum. The implementation of Scott Foresman focuses on the five components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Using data from reading assessments, students are grouped based on the 3 Tier leveled system. Whole group instruction includes teaching the five components of reading using a balanced literacy approach. Reading remediation encompasses 30 minutes of small group instruction based on assessment results. Based on our number of English Language Learners and comprehension analysis, we realize that we need further vocabulary development. Therefore, we have implemented vocabulary development in many areas of our curriculum including special vocabulary instruction during our morning opening assembly.

The success of our Reading framework encouraged the scheduling of a 90 minute uninterrupted math block along with a remediation time. Math is taught using a hands-on approach to ensure active engagement in learning. Math instruction involves the use of C-scope as the math core curriculum in grades K-1 and Sharon Wells as the core curriculum for grades 2-4. These programs are specifically aligned to TEKS to ensure success through the repetitive building of concepts such as computation, problem solving, quantitative reasoning, number identification and number facts. The use of Sharon Wells has shown significant gains in math achievement.

Science and Social Studies lessons are implemented using C-scope and are integrated into the core curriculum areas. These lessons are monitored for rigor and relevance based on the TEKS. Science and social studies skills are also reinforced weekly in a lab setting.

During the past five years, Annie Sims had the opportunity to pilot Fit for Learning. This program

provided professional development that taught staff the importance of integrating music and movement into the core curriculum areas. Teachers were monitored and encouraged to challenge students cognitively and physically. In addition, students attended a regular physical education class for further development in their fundamental motor skills. The program also focuses on health and good eating habits.

Fit for Learning was also integrated into the music classroom. This program uses tools that benefit the brain by blending exercise, movement, music and multi-modality teaching techniques. The music curriculum also increases literacy through vocabulary development and the use of different genres to foster an appreciation for the fine arts. Music is used to teach the diversity of our cultures through rhythm, song and dance. Musical instruction provides children the opportunity to build self-esteem, understand theatrical performances and explore the inner self.

Fine arts allow students an avenue of free expression, an integral part of our curriculum. Students attend a 50 minute art class weekly. This class instructs students in art appreciation and encourages students to make judgments in order to look at unanticipated possibilities of the work as it unfolds.

Based on our student demographics, we realize the importance of English as Second Language (ESL) training. Our district requires that our teachers receive ESL certification and extensive training in ESL instruction. This training reinforces the extension of the curriculum to include strong vocabulary instruction coupled with an expertise in teaching English Language strategies.

2. Reading/English:

Annie Sims Elementary, a Reading First school, applies scientifically based reading research, through the use of Scott Foresman reading curriculum. These proven instructional and assessment tools ensure the success of all children. Teachers provide systematic and explicit instruction in order to meet the individual needs of all students. After careful analysis of assessment results, this data driven instructional model empowers Annie Sims teachers to make crucial decisions regarding both whole class and individual instruction. The foremost emphasis of instruction centers around the five essential components of reading, which were identified by the National Reading Panel as phonemic awareness, phonics, fluency, vocabulary and comprehension.

The overall reading goal for every child at Annie Sims is comprehension, as students engage in reading, writing, thinking and talking across a wide variety of genres. In order to facilitate this goal, teachers employ the use of Comprehension Purpose Questions (CPQ's) as a means of guiding students' thinking. A strong emphasis is placed on the modeling and practicing of the five metacognitive strategies. These strategies are Creating Mental Images, Making Connections, Asking and Answering Questions, Making Inferences and Predictions, Determining Importance and Summarizing, and Monitoring and Clarifying. Through the use of the five essential components of reading, coupled with the continued practice of the five metacognitive strategies, students at Annie Sims develop a strong foundation for reading success.

A vital portion of our reading program is small group instruction, which allows teachers to tailor the instruction to address the specific needs of that group. This differentiation of instruction is a key factor in the success of Annie Sims students. While the class as a whole is engaged in literacy based workstations, teachers meet with small groups to provide additional instruction and intervention on specific skills. Guided reading instruction also occurs within the small group setting. The classrooms have their own library of leveled readers and trade books in order to facilitate the individualized nature of the guided reading groups. These groups are flexible, with children grouped by specific needs at a particular time. These groupings are data driven and are determined after careful analysis of TPRI, progress monitoring and benchmark results.

Through the use of these research based instruction and interventions, Annie Sims' goal is to actively involve students in the learning process.

3. Mathematics:

Due to the success of our reading program, Annie Sims believes that our math program should be based on the same framework. Just as in reading, math instruction is comprised of a ninety minute time block. Benchmarks and weekly assessments assist teachers in grouping students based on data. Students receive remedial instruction in small groups and after school tutoring.

In Kindergarten and First grade, math is taught using the C-Scope curriculum. C-Scope uses high-quality engaging mathematics instruction in order to offer students opportunities to learn important mathematical concepts and procedures with understanding. Students confidently engage in complex mathematical tasks chosen carefully by teachers. They draw on knowledge from a wide variety of mathematical topics. Using past experience in professional development provided from Saxon Math and Investigations, teachers are able to provide balanced math instruction using many types of math manipulatives. Students participate in workstations containing tactile objects that provide exploration of math concepts.

In Second through Fourth grades, Annie Sims has implemented the Sharon Wells math curriculum, which is designed specifically for teachers in Texas. It is aligned to the TEKS, addresses the Texas Assessment and Knowledge Skills, and provides opportunities for students to be actively engaged in learning. Through the use of this curriculum, students not only develop a strong foundation of the basic math facts, but they also utilize problem solving strategies on a daily basis. This program provides daily, repetitive practice of concepts as well as monitoring through standardized assessments. With the assistance of Sharon Wells' consultants, benchmarks are composed to align with classroom instruction and TAKS objectives. Results from these benchmark test are entered into a data gathering system called DMAC. This system allows teachers to disaggregate data by objectives and provides us with the information to individualize an instructional plan for each student. Students are then placed into small groups for remediation and provided after school tutorials.

4. Additional Curriculum Area:

Young children are naturally curious about themselves and the world around them. Exposing students to hands-on weekly science experiences provides opportunities for our students to develop the skills necessary to be problem solvers in a scientific world.

We utilize C-Scope, a state of Texas approved Science curriculum. C-Scope is based on units that form a focused coherent curriculum that develops science concepts within each grade level. It bundles the science standard in a way that combines the student's natural curiosity with a focus on learning to communicate the observations that are being made. Students experience meaningful lessons that teach the state science standards, but they also teach higher level thinking skills that have a positive impact on other areas of curriculum. The strands covered in C-Scope include the nature of science, systems, constancy and change, and properties, patterns, and models. These strands are vertically aligned based on content spiraled through the grades.

The classroom teacher introduces content with an emphasis on vocabulary based on the Texas Essential Knowledge and Skills (TEKS). A certified lab teacher collaboratively works with the core team preparing a lesson that extends and allows opportunities for exploration. All Sims students (K-4) attend the science lab weekly for 50 minutes. The scientific process skills which include safety, use of tools, making observations, collecting data, and communicating results are introduced throughout the year where the skills are practiced and applied to appropriate content.

We live in a rural community; therefore many of our students have limited life experiences. The science lab enables these students to move from traditional instruction to hands on integrated experiences that forever change the way they view learning. Students are encouraged to become independent thinkers who ask questions, recognize relationships, identify patterns, understand cause and effect, make inferences, and draw conclusions.

“Every Child, Every Time” is Sims’ commitment to produce problem solvers that understand real life challenges. We encourage students to take risks in their learning which results in confident, motivated learners.

5. Instructional Methods:

The instructional model of Annie Sims Elementary is based on a three tier model. Tier one instruction is delivered in whole group while the remaining tiers receive a more specialized instruction delivered in a small group setting.

During whole group instruction, teachers follow a scope and sequence based on the Texas Essential Knowledge and Skills (TEKS). Whole group time is kept secure by allowing no interruptions during the 90 minute block of instruction in reading and math. The instruction is planned based on student needs and lessons are designed using the 5E model (engage, elaborate, explore, explain and evaluate). As teachers follow the 5E model, they are aware they must remember to focus on each level of Bloom’s Taxonomy. We are not merely focusing on the lower levels of Blooms such as Knowledge and Comprehension Skills, but also Synthesis, Analysis, and Evaluation. The lesson begins by engaging students and is followed by quality instruction that allows time for explorations. Teachers constantly monitor and check for understanding using informal and formal evaluations. Immediate and corrective feedback is given to all students to ensure student success. Since the focus of our district is differentiation of instruction, teachers have been trained to scaffold learning for all students.

In small group instruction, teachers are able to more specifically design an instructional plan for struggling students based on information gathered through the formal and informal evaluations. Small group instruction is mandated in the 90 minute block as well as an extra 30 minute intervention time. These small groups include no more than five students in Tier II and smaller groups are preferred in Tier III instruction. Weekly progress monitoring is used to create instructional plans for Tier II and III through the Campus Intervention Team (CIT).

At Annie Sims, we believe in providing an individualized plan of instruction that ensures success for “Every Child, Every Time.”

6. Professional Development:

Central to our academic growth is creating a professional learning community that is driven by the goal to improve student achievement. Opportunities for professional development are designed to maintain, extend and enhance quality classroom instruction. To improve student performance, Annie Sims recognizes the value of learning from each other as well as participating in outside learning opportunities. Core teams were created to support this belief. These teams are comprised of master teachers leading data disaggregation to improve instruction. The core teachers receive special trainings and this professional development is then shared with all team members.

Given the large population of English learners on our campus, the majority of our grade level teachers are ESL certified. Following the state revision of ESL standards, our teachers were trained in implementing the new English Language Proficiency Standards (ELPS). These standards are being integrated into all areas of the curriculum to improve instruction for our English learners.

Teachers have received extensive training in the Reading First State Initiative. Progress monitoring has been instrumental in restructuring the way we target reading deficiencies. Our Reading First coach continuously monitors reading instruction to design trainings for providing individual or group support.

Sharon Wells provides on-going support for math instruction. Teachers attend district sessions each six weeks to review and learn new instructional strategies.

Mentoring is a key component of Annie Sims professional development. Experienced teachers work closely with new teachers to support transitions and avoid instructional gaps. Grade level teams continually work together to recognize and share their best practices. Dialogue among teachers enables them to reflect and refine lessons that have the maximum impact on student learning.

Professional development is a combined effort of all Annie Sims stakeholders. Our learning community is committed to the pursuit of effective instructional practices with a continued focus on systematic improvement.

7. School Leadership:

The leadership philosophy of Annie Sims Elementary is to create a professional learning community where all children reach their maximum learning potential in a safe and supportive environment.

The principal, led by our district administration and school board, is highly visible and readily accessible by all stakeholders. Her core belief is that learning is a partnership involving children, parents, teachers and the community.

She involves all staff in meeting the needs of every child. Her administrative team is made up of an assistant principal, counselor, and instructional coach. The assistant principal supports the principal, organizes testing, and handles discipline. The counselor works on academic and emotional needs of the child. The instructional coach focuses on curriculum, modeling lessons, and interventions. This team works closely with a core team of master teachers from each grade level. Regular meetings are held with the core team to analyze data and continually improve processes that prevent student failures and accelerate higher level thinking. These core teachers return to their grade levels and discuss ways to modify instruction in order to improve student performance. Through the use of student data and the TEKS, teachers formally and informally discuss and document a plan of true systemic change. Once this plan is in place, we welcome the participation of all stakeholders to assist in improvement by collaborating, modeling, and observing instruction.

The principal, along with her leadership team, supports the importance of family in our professional learning community. For this reason, we make every attempt to involve and build relationships with parents. Our focus is to continue team building at home by encouraging parents to be involved with their child's education. This is promoted through activities such as a turkey trot, turtle races, TAKS game night, wax museum, art show, and grade level musicals.

Ultimately, our principal deeply cares about the future of our children and inspires the teachers and staff in the belief that everyone is worthy of dignity, respect and our best efforts in helping each child achieve their own personal goals.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TAKS

Edition/Publication Year: 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	89	95	83	75
Commended	38	32	33	26	26
Number of students tested	92	99	63	89	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	4	9	5
Percent of students alternatively assessed	4	3	4	9	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	86	93	78	73
Commended	36	27	22	20	23
Number of students tested	77	70	46	60	66
2. African American Students					
Met Standard	86	100	100	86	57
Commended	29	56	0	43	0
Number of students tested	7	9	4	7	7
3. Hispanic or Latino Students					
Met Standard	98	81	98	79	70
Commended	36	20	32	21	23
Number of students tested	66	54	44	52	60
4. Special Education Students					
Met Standard	100	100	100	67	80
Commended	75	33	0	0	0
Number of students tested	4	3	4	9	5
5. English Language Learner Students					
Met Standard	98	82	97	77	76
Commended	29	20	31	19	26
Number of students tested	55	49	36	43	54
6. White					
Met Standard	89	96	93	90	90
Commended	47	50	50	30	33
Number of students tested	19	24	14	30	21
NOTES:					

11TX26

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TAKS

Edition/Publication Year: 2006-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	98	100	99	92
Commended	39	45	38	28	30
Number of students tested	92	95	63	90	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	6	8	3
Percent of students alternatively assessed	4	3	8	9	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	97	97	100	98	83
Commended	39	39	36	16	24
Number of students tested	77	70	45	61	68
2. African American Students					
Met Standard	100	100	100	88	57
Commended	14	44	50	25	0
Number of students tested	7	9	4	8	7
3. Hispanic or Latino Students					
Met Standard	97	96	100	100	92
Commended	38	37	32	17	18
Number of students tested	66	54	44	52	62
4. Special Education Students					
Met Standard	100	100	75	100	67
Commended	25	100	0	13	33
Number of students tested	4	3	4	8	3
5. English Language Learner Students					
Met Standard	96	96	100	100	90
Commended	44	35	33	19	22
Number of students tested	55	49	36	43	60
6. white					
Met Standard	100	100	100	100	95
Commended	53	54	57	37	60
Number of students tested	19	24	14	30	20
NOTES:					

11TX26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TAKS

Edition/Publication Year: 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	92	89	87	83
Commended	35	36	16	30	53
Number of students tested	95	72	83	91	70
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	2	3	3	2	5
Percent of students alternatively assessed	3	3	3	2	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	91	92	86	85	82
Commended	35	30	31	28	18
Number of students tested	81	53	59	68	57
2. African American Students					
Met Standard	100	83	100	100	83
Commended	33	17	57	33	17
Number of students tested	12	6	7	9	6
3. Hispanic or Latino Students					
Met Standard	91	92	84	82	82
Commended	35	38	31	26	20
Number of students tested	55	48	49	57	50
4. Special Education Students					
Met Standard	100	100	100	100	60
Commended	50	0	0	50	0
Number of students tested	2	3	3	2	5
5. English Language Learner Students					
Met Standard	87	92	82	75	80
Commended	23	33	21	33	20
Number of students tested	39	36	34	40	30
6. White					
Met Standard	93	93	93	96	86
Commended	37	47	33	39	43
Number of students tested	27	15	27	23	14
NOTES:					

11TX26

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TAKS

Edition/Publication Year: 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	92	91	82	78
Commended	23	22	26	23	22
Number of students tested	95	72	82	92	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	3	3	5
Percent of students alternatively assessed	2	1	3	10	15
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	85	91	90	80	68
Commended	15	23	19	20	14
Number of students tested	92	53	58	70	56
2. African American Students					
Met Standard	100	83	86	78	83
Commended	25	0	29	22	0
Number of students tested	12	6	7	9	6
3. Hispanic or Latino Students					
Met Standard	93	91	92	82	61
Commended	15	19	18	22	12
Number of students tested	55	47	49	60	49
4. Special Education Students					
Met Standard	100	100	100	100	40
Commended	50	0	0	33	0
Number of students tested	2	3	3	3	5
5. English Language Learner Students					
Met Standard	92	94	88	79	61
Commended	13	19	6	26	14
Number of students tested	39	36	33	43	44
6. White					
Met Standard	96	100	92	83	86
Commended	44	40	38	30	29
Number of students tested	27	15	26	23	14
NOTES:					

11TX26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	90	92	85	78
Commended	35	33	23	28	36
Number of students tested	187	171	146	180	160
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	6	6	7	11	10
Percent of students alternatively assessed	3	3	3	6	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	85	90	82	77
Commended	35	29	27	24	20
Number of students tested	158	123	105	128	123
2. African American Students					
Met Standard	95	93	100	94	69
Commended	32	40	36	38	1
Number of students tested	19	15	11	16	13
3. Hispanic or Latino Students					
Met Standard	95	86	90	81	75
Commended	36	25	31	25	22
Number of students tested	121	102	93	109	110
4. Special Education Students					
Met Standard	100	100	100	89	70
Commended	67	17	0	11	0
Number of students tested	6	6	7	9	10
5. English Language Learner Students					
Met Standard	94	86	90	76	77
Commended	27	26	26	25	26
Number of students tested	94	85	70	83	84
6. White					
Met Standard	91	95	93	93	89
Commended	41	49	39	34	37
Number of students tested	46	39	41	53	35
NOTES:					

11TX26

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	95	95	90	86
Commended	31	35	31	25	26
Number of students tested	187	167	145	182	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	9	11	8
Percent of students alternatively assessed	3	4	6	6	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	91	94	94	89	77
Commended	26	32	26	18	18
Number of students tested	169	123	103	131	124
2. African American Students					
Met Standard	100	93	91	82	69
Commended	21	27	36	24	0
Number of students tested	19	15	11	17	13
3. Hispanic or Latino Students					
Met Standard	95	94	96	90	78
Commended	27	29	25	20	15
Number of students tested	121	101	93	112	111
4. Special Education Students					
Met Standard	100	100	86	100	50
Commended	33	50	0	18	13
Number of students tested	6	6	7	11	8
5. English Language Learner Students					
Met Standard	95	95	94	90	78
Commended	31	28	20	22	18
Number of students tested	94	85	69	86	104
6. White					
Met Standard	98	100	95	93	92
Commended	48	49	45	34	47
Number of students tested	46	39	40	53	34
NOTES:					

11TX26